# Arizona TEACHER

OCTOBER, 1953



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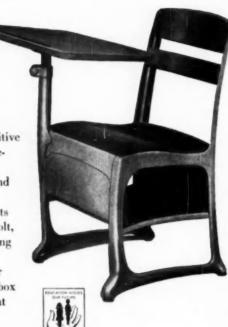
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From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.

We well recognize your worth as a person and we will help you to strengthen your sense of belonging.

We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.

We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.

We will provide you with all opportunities possible to affirm your own faith in God.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to  $\alpha$  better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice and mutual respect.

SO MAY YOU grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.

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# 3R'S EXCLUSIVE



"We want our children taught the 3 R's! Fundamentals are being neglected!" Such was the cry in one city, according to the National School Public Relations Association in a recent issue of IT STARTS IN THE CLASSROOM NEWSLETTER.

No interpretations by teachers or system seemed to be effective. So . . .

"Next year," said the superintendent in a bulletin to all parents, "We shall organize several classes in which only the 3 R's will be taught by traditional methods. Please sign the form below if you wish your child to be enrolled in these classes."

Not a single application was received.

#### ARIZONA TEACHER

Official Publication of Arizona Education Association

### EDITORIAL AND BUSINESS OFFICE

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#### The TEACHERS Desk

#### LOYALTY TO ORGANIZATION

Joseph N. Smelser

Contemplation of the meaning of organization brings some questions of loyalty into focus: Is there any justification for members of occupational and professional groups choosing not to belong to the organizations of their groups? How strongly should we condemn a member of a profession who benefits from the organized efforts of the profession but who does not identify himself with these efforts? Should he be considered unqualified as a member of the profession? Why do some people prefer to remain outside their professional organizations?

The term "loyalty" has taken on such connotation with the carbuncular growth of McCarthyism that one is always tempted to explain what he means when he uses the word. Loyalty, as used here, means a set of beliefs and convictions which are self-chosen, responsible, and intelligent as opposed to blind and involuntary acceptance of authority. One cannot be a man and a mouse at the same time.

How should the questions posed be answered? Even honest answers may vary widely, but it is hoped that all answers should be given in spirit of the principles of the rights and responsibilities of free people.

To free people defection is to be preferred over iron-fisted orthodoxy. The root of much of the foggy thinking today is imbedded in a kind of egocentric logic which preaches all or none, either black or white, and a kind of machine-gun "groupitis", as opposed to a plurality of voluntary choices.

In the writer's opinion the membership policies of the Arizona Education Association have been in keeping with decent human relations. The Association has, through its leadership, offered important personal and professional values to the teachers of Arizona; it has publicized these values; its efforts to encourage membership have been thoughtful and inoffensive; the rank and file of teachers have seen fit to keep dues high enough to insure valuable services and to retain effective leadership.

Although it can well be said that a number of nonjoiners in any professional group is a healthy sign, it is still regrettable that some people seek out flaws which seem to justify their taking a free ride.

With the current attacks on teacher tenure, decent salaries, and the freedom to learn, and the concurrent rise of political orthodoxy, it would appear that ALL good teachers might wish to become a part of the machinery of professional unity; and to rededicate themselves to a way of living which makes free public education indispensable.

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STATEMENT OF POLICY: As the official publication of the Arizona Education Association, the Arizona Teacher is dedicated to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and America. The Editorial Board of the Arizona Teacher encourages reader contributions reserving however the right of editing or rejecting. Viewpoints expressed by authors are their own and not necessarily those of the Association.



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#### It's Good To Know: Educational News

TRAVEL STORY AWARDS: Stories of travel adventures and favorite vacation spots are wanted by Scholastic Teacher Magazine! The Story Awards are now open for teachers, librarians, and school administrators. Accounts of trips or travel adventures should be 700 to 1000 words. Stories will be judged for writing skill, travel interest and special value for educators. Photos are welcome. Deadline is December 31, 1953, Travel Editor, Scholastic Teacher, 33 West 42nd Street, New York 36, New York.

NEW CHILD DEVELOPMENT CHART PUBLISHED: The "Child Growth and Development Chart" developed by the Curriculum Committee for Health, Physical Education and Safety in the Elementary Schools of Washington, D. C. has been expanded in attractive and inexpensive form. In tabular presentation, the chart shows the physical growth and characteristics and the emotional and psychological needs of children in five age groups ranging from under five to sixteen. The chart lends itself to use in classroom and training programs. Arthur C. Croft Publications, 100 Garfield Avenue, New London, Connecticut.

SCHOOL CITY COOPERATION: Municipal and school officials, and taxpayers, will be interested in a new publication of the National Recreation Association called "School-City Cooperation in the Planning of Recreation Areas and Facilities," The publication presents striking evidence of the trend toward pooling of school and municipal park and recreation resources. National Recreation Association, 315 Fourth Avenue, New York 10, N.Y.

MORAL AND SPIRITUAL EDUCATION IN HOME, SCHOOL AND COMMUNITY: The NEA Educational Policies Commission has collaborated with the National Congress of Parents and Teachers in the preparation of a booklet just published by the National Congress "Moral and Spiritual Education in Home, School, and Community." The publication presents a program for the PTA and is adaptable for group presentation or study groups. Available from the National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago 5, Illinois for 25 cents a copy.

SELECTING SCIENCE TEACHING IDEAS OF 1952: This booklet is published by the National Science Teachers Association as an outgrowth of the program of Recognition Awards for Science Teachers sponsored by the American Society for Metal and conducted by the Future Scientists of America Foundation of the National Science Teachers Association. It outlines classroom procedures and presents ideas for classroom teaching. National Education Association, \$1.50 per copy.

UNESCO PUBLICATION: "Courier" is a monthly publication issued by UNESCO. It may easily prove to be a valuable tool for teachers, students or community leaders. It carries stories of UNESCO in action and reports development in the fields of other specialized agencies. Available in the United States thru the Columbia University Press, 2960 Broadway, New York 27, N.Y.

THE CONTROVERSAL SUBJECT OF DISCIPLINE. A thoughtful and carefully reasoned pamphlet based on the author's extensive knowledge of childhood and the forces that make for sound development. The author establishes a philosophy in regard to "The Controversial Problem of Discipline" which might prove helpful to teachers and others who work with parents and children. Authored by Katherine M. Wolf, PhD, Child Study Center, Yale University. Cost: 30c. Address: Child Study Association of America, 132 East 74th Street, New York 21, New York.



Standard School Broadcast Schedule



M**usic** a Language and an Art

Preview of the Course Oct. 1

#### WHY DO WE HAVE MUSIC?

To Entertain Us	Oct. 20
To Help Us Work	Oct. 27
To Express Emotion	Nov. 3
To Excite Patriotism	Nov. 10
To Worship God	Nov. 17

#### WHAT IS MUSIC?

Vibration	Dec.	1
Rhythm & Melody	Dec.	8
Harmony & Counterpoint	Dec.	15

#### HOW DOES MUSIC SPEAK TO US?

With the Human Voice	Jan.	5
With Percussion Instruments	Jan.	12
With String Instruments	Jan.	19
With Woodwind Instruments	Jan.	26
With Brass Instruments	Feb.	2

#### WHERE DID MUSIC HAVE ITS BEGINNINGS?

In	the Ancient	Orient	Feb. 9
In	the Biblical	Lands	Feb. 16
In	Greece and	Rome	Feb. 23
In	Medieval E	urope	Mar. 2

#### WHEN DID MUSIC TAKE ITS MODERN FORMS?

In the	Classical Period	Mar.	9
	Romantic Period	Mar.	-
In the	Nationalist Period	Mar.	23
In the	Twentieth Century	Mar.	30

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## NEA

# News And Notes

AEA

THE AEA Department of Classroom Teachers has received a citation from UNESCO for supplying a microfilm enlarger for the Regional Fundamental Education Center for Latin America at Patzcuaro. Many Arizona teachers will remember having purchased these UNESCO stamps at 25c each, All money was sent to UNESCO.

THE ANNUAL AEA Convention has been scheduled for November 6 and 7. All sessions will be held at the University of Arizona, Tucson. Outstanding speakers have been secured and a record attendance is anticipated.

R URAL AREA Superintendents will hold their eighth national conference at Omaha, Nebraska, October 11-14. The general theme of the meeting will be "Community Needs SHAPE Action." George E. Watson, State Superintendent of Public Instruction, Wisconsin, has accepted the De-

partment's invitation to address the conference. All interested persons are invited to attend.

DELTA KAPPA GAMMA Educator's Award of \$1000 will be granted in August, 1954. It will be given to a woman who has published a study which, in the opinion of the Panel of Judges, is the most significant contribution to education made by a woman during the period between April 1, 1952 and April 1, 1954.

T EACHERS with questions about federal income tax deductions may find answers in a series of memorandums published by the Research Division of the National Education Association. The series has been prepared as a personal guide to teachers and presents some of the special rulings published by the Federal Bureau of Internal Revenue, Court Cases, and other information to help teachers determine deductible expenses, Copies of these memos are available upon request.



### UNIVERSITY OF ARIZONA

Agriculture Business and Public Administration Education Engineering Fine Arts
Graduate College Home Economics Law Liberal Arts Mining
Physical Education Music Pharmacy



With the University Library in the background, a class in education takes advantage of Arizona sunshine during a lecture by Dr. Robert A. Crowell

The individual student is the most important person at the University of Arizona.

All of the vast educational and research facilities of the University are dedicated to the value and dignity of the human personality.

Aware of the many areas in which man's activity finds expression, the University seeks to help each student develop the skills and convictions needed to earn a livelihood and to contribute to the common welfare.

To the achievement of this goal the University offers a friendly faculty interest in the progress of each student, the informal atmosphere of a campus famed for its cordial good fellowship, research facilities that have made immeasurable contributions to the welfare of the state and nation, and educational facilities whose excellence is attested by the high standing granted by national accrediting organizations.

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For further information write: Director of Admissions, University of Arizona, Tucson

# WHAT FREDOM MEANS

#### WILLIAM G. CARR

#### **NEA Executive Secretary**

LAST summer in Brussels I saw the impressive memorial in honor of Belgium's Unknown Soldier. At each corner of this monument stands a statue representing one of the four freedoms. These four freedoms, however, are not quite the same as those enumerated by President Roosevelt. The four freedoms on the Belgian memorial to the Unknown Soldier are Freedom of Assembly, Freedom of the Press, Freedom of Worship, and Freedom of Education. It seemed to me significant that this memorial would link, on an equal footing with freedom to persuade, freedom to publish, and freedom to pray, a fourth freedom—the freedom to learn.

The word "free" as applied to education has at least three different meanings. In these times all of our social institutions, including the schools, are under close review and appraisal. It may be well, therefore, that we Americans also remind ourselves of the various ways in which we have made our schools free, and mean to keep them so. Vigilance remains the price of liberty—in education as in government.

The first meaning of "free" schools is economic. When we speak of free education, we usually mean that it is paid for from the public purse and provided without cost to the entire population of suitable age. The conviction that self-government is possible only if exercised by educated men runs far back into our history. This concept also penetrates deeply into many of our present social arrangements. We intend that government by the people shall endure. We are, therefore, required to see to it that all the people shall have a full opportunity to learn the rights and duties of American citizenship.

We have come a long way in making education free in this economic sense. We have not reached the end of the road. There are still a few individuals and groups who do not believe that universal free education is either possible or desirable. Many economic obstacles to the achievement of equal educational opportunity remain. Nevertheless, our country has gone further in offering free education to all its citizens than any other nation anywhere in the world, or at any point in history.

There is a second sense in which the word "free" can be applied to American schools. We have aimed to make our educational system as free as possible from restrictive shackles of tradition. Industry has grown great and productive by daring, by invention, by ingenuity, by freedom to adopt new systems and requirements. American education has increased its efficiency by using the same kinds of freedom. If



anyone can propose a more effective way of teaching arithmetic, or of arranging the facts of history, or of teaching and learning any other useful skill or knowledge, our schools are free to put such suggestions to the experimental test. Local control of schools has been an exceedingly important factor in safeguarding this phase of freedom for our schools.

This second aspect of educational freedom, like the first, has not gone unchallenged. Our schools are criticized from time to time because they do feel free to try new teaching methods, new arrangements of subject matter, or new mechanical aids to teaching and to learning.

There is a third respect in which we can apply the adjective "free" to American schools. We want our schools to be free not only in economic terms and not only in terms of ability to try new methods. We also boast of education that is free in terms of the freedom of the mind. We have regarded our American schools as instruments for presenting varied points of view, and for giving practice in the evaluation of evidence and in the reaching of rational conclusions. We have looked upon our schools as a means of protecting our citizens from bias rather than as a means for indoctrinating the young. For that reason, our schools at their best indoctrinate only in the principles of freedom themselves.

This third aspect of freedom, too, is under attack today in ways that are well-known.

The priceless heritage in American education is freedom. Freedom in all respects of that powerful word. The teaching profession in this country will do its utmost to keep education free in the economic sense, free in ability to adapt, and free in the right and duty to develop attitudes and standards of critical thought and civic responsibility. The teaching profession can no more take any other attitude than the medical profession could try to make people ill.

Other countries of the world have achieved in varying degrees each of the three aspects of freedom in education. Many countries, including many of the dictatorships, have a substantial amount of free schooling in the economic sense. Nearly all countries have been willing to consider new methods of education if they gave promise of achieving desir-

(Continued on page 36)

### The Department of Classroom Teachers Sponsors

# Nell Wilcoxen NEA Department Classroom Teachers

# An Ambitious Program

John Hindman, President
AEA Department of Classroom Teachers

As teachers we have the unique privilege of being able to make a new start each year. No other group has this opportunity annually to examine itself and to begin again with a clean-slate. We must accept our good fortune gratefully and assume the accompanying responsibility thoughtfully. Let us enter this new school year with a firm resolution to profit by our past mistakes and to make this a better year than any we have ever had.

Our professional associations, although not having the same type of interrupted year experienced by teachers in the field, also have a new year with great expectations. The Department of Classroom Teachers has an ambitious program scheduled for the coming year. Actually the association year begins with the election of new officers in the spring and so our work has already begun.

During the summer the Department was represented at the Miami Beach Conference of the Commission on Teacher Education and Professional Standards, at the Representative Assembly of the National Education Association, and on the "Cruising Classroom." The Leadership Conference at Flagstaff was attended by several of the department officers and the President met in Salt Lake City in August with the Western States Advisory Council



LEADING some 160 delegates to the 10th Annual National Clasroom Teachers Conference to Nassau—where they saw the sights on a taxi tour and swam at world-known Paradise Beach—and three Caribbean ports on a 12-day cruise aboard the SS. Nuevo Dominican, are these classroom teachers.

for the NEA Department of Classroom Teachers to discuss local problems and to plan the Southwest Regional meeting to be held in Carlsbad, New Mexico.

We are planning a dinner meeting in Tucson at the time of the State Convention and a new type of interesting program is being



John Hindman

prepared for that event. A follow-up to the successful Education Clinic held at Arizona State at Tempe last spring is being planned with other Clinics at Flagstaff and Tucson. The Southwest Regional Conference will be the first week-end in March and the annual meeting of the department will be a few weeks later. It is hoped that close liaison between the state officers and locals can be maintained. A series of booklets is being prepared to help local officers better carry out their tasks. Wherever possible "local talent" will be utilized in carrying out the objectives of our programs.

The Department of Classroom Teachers is one of the important policy making groups in the State on educational matters. Being a member of the department gives us one more channel for expressing our wishes about education and the teaching profession and provides us with one more chance for service,

A small boy sat on the front row of a little Methodist church in Atlanta, Georgia, during the memorable days when the congregation sought to build a larger structure. He was a poor lad. As the donations reached a certain figure Atticus raised his hand and said, "I pledge \$200". Smiles framed the faces of the adults for they knew that Atticus had no money, and finally someone said, "Atticus, why do you say that you will give \$200? You know you do not have that much money". And Atticus answered, "You said that you would pay \$1 a day to the boy who would hand up the bricks. I will hand up the bricks for 200 days."

And Atticus handed up the bricks. The church stands today, a beautiful structure at the corner of Peach Tree Street. Atticus Greene Haygood became a bishop of the Methodist Church.

Teachers are needed to "Hand up the bricks"!

# One Half Million Teachers

### HAND UP THE BRICKS!

#### to build a profession

**592** TEACHERS signed up for life memberships in the National Education Association during the week that the Representative Assembly met in Miami Beach. By so doing they earmarked some \$90,000 in cash and pledges toward the building of the proposed 5-million-dollar headquarters in Washington.

Arizona delegates were a proud lot as they stood among the 3900 others, representing one-half million teachers, and heard reports on accomplishments under the Centennial Action Program which was adopted at a similar meeting in San Francisco in 1950. They were proud of the fact that they represented one of the 12 states which had attained their membership goals. (Arizona reported an increase of some 700 members during the 1952-53 membership year.) And they looked confidently toward the accomplishment of a similar goal for the next year as they accepted their quota of a 300 member increase.

Business and pleasure strolled hand in hand around Miami Beach as NEA delegates took happily to the suggestion that they "get sand in their shoes". We were hard put to know whether the glow surrounding the educators was that of inspiration or of sunburn. We do know that they represented 21 departments of the NEA, were organized into seven discussion groups on lay relations, nine on teacher welfare, 21 on professional organizations, and 29 on

instruction. No problem was too big for them to approach and their decisions were firm and clear.

Working under the convention theme of "We Pledge Allegiance" the delegates gave serious consideration to the ideals of human brotherhood; to the highest ideals of our profession; to the welfare of the nation's children; and to the nation's ideals of peace, freedom, and justice.

#### Decisions made

The conventioners urged the establishment of an independent Office of Education under a National

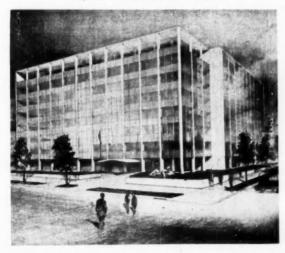


Arizona representatives who attended the Annual Conference of the NEA Commission on Teacher Education and Professional Standards in Miami: Dr. Wm. F. Podlich, John Hindman, Ralph Dixon, Inez Johnson, Fauna Elledge, and Irene Brinkmeyer.

Board of Education, called for sufficient federal financial support to provide for essential public-school building programs, and recommended that all sums payable under any lease of the U. S. outer continental shelf be appropriated exclusively as grants-in-aid to elementary, secondary, and higher education. They took action recommending professional salaries for teachers ranging from a minimum of \$3600 to \$8200.

Delegates affirmed thru a series of some 30 resolutions their beliefs in academic freedom, in constructive criticism of the schools, and in the right of legislators to investigate schools provided such probes threatened no citizen's constitutional rights. They voiced vigorous opposition to the tenets of communism and the "tenets of any other philosophies of government which deny freedom of thought and which ignore the intrinsic worth of the individual human being."

Proposed new \$5,000,000 NEA Home



"Make no little plans; they have no magic to stir men's blood ana probably will not be realized. Make big plans, aim high in hope and work." — Daniel H. Burnham

# MR. PRESIDENT!

MR. PRESIDENT, a great load rests upon your shoulders. You cannot carry it alone for what you do and the decisions you make will determine the strength and the prestige of your profession. Your local association will have only such strength as your program of action gives it and upon this program will depend the inspiration and pride that your teachers experience in their profession. You can build faith in the profession and public confidence in the schools of the nation.

So sound the call, bring together your officers and plot your program of action for the new year which lies ahead! Plan a program so dynamic that every teacher will want to work, and then see that his "want" is granted.

#### -HOW?

- \* Lay your plans in the spring of the year.
- \* Have committees study local problems, whether they be of school or community.
- \* List your goals for the year.
- Schedule your meetings and publicize them thru your local publication, on your association bulletins in each building, and by all other possible means.
  - A VIGOROUS LOCAL ASSOCIATION
    Has informed energetic leadership
    Strives to gain specific aims
    Promotes a program of action
    Gives state and national cooperation
- \* Set up your budget for the year.
- \* Appoint your committees to parallel those of your state and national education associations (publicity, salary, membership, citizenship, ethics, teacher education and professional standards, school tax and finance, legislation, tenure and academic freedom, and any others needed).
- Have your entire program sanctioned by the membership. (Nothing is so important as having the membership in full accord with the program.)

PROFESSIONAL ORGANIZATIONS exist for the purpose of improving pupil and teacher welfare. The public school belongs to the community and should be an integral part of community planning. Better teachers make better schools and better schools make better communities and a better nation. Since this is true we need to plan our program toward these ends.



AFFILIATION: First of all, each local association should affiliate with the NEA. This brings to the group the publications on research, annual reports to the profession, classroom teacher bulletins, and other services.

Affiliation with the Arizona Education Association is automatic if the local will keep in touch with the state headquarters and keep the officer mailing list up to date. This affiliation brings many services and studies in areas of legislation, salary, field service, and so on.

ADOPTION: Next in line comes adoption of the Centennial Action Program of the NEA with its 20 goals for strengthening the profession, improving facilities for children, improvement of the community, and efforts toward world peace, justice and cooperation.

#### -DON'T OVERLOOK

- \* Orientation programs for new teachers.
- \* Participation in community plans and campaigns.
- \* Observance of United Nations and American Education Weeks.
- \* Community and public relations working with other groups. Publicity is not always good public relations, but publicity can be good public relations.
- Study and support of legislation at the state and national levels.
- Programs of action for the betterment of juvenile welfare in your community.
- \* Work on programs of professional ethics for the education of members of the group and assistance in the operation of the school in the community.
- \* The adoption of the program for unified dues at the local, state and national levels, with the goal of every teacher a member.
- \* The development and sponsorship of Future Teacher Clubs at the appropriate levels of education.
- \* Teacher welfare projects—a group active in gathering data, disseminating information, and working with school administration and the school board toward sound goals.

\*Upon the leadership of the local association rests a great responsibility—a responsibility to the profession, the community and the child. How you meet this challenge will be determined on how well you organize your program of action, how you disseminate information to your membership, and how well you use the talents of your members.

# The Public Schools Have Friends In The PTA

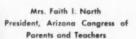
CHILDREN, public schools, and teachers have no greater friend than the National Congress of Parents and Teachers and its parallel organization at the state level. Dedicated to the welfare of children and the betterment of our public schools, the members of the Congress of Parents and Teachers stand ever ready to serve.

The Action Program of the Congress places emphasis on the practical aspects of educational problems. Enlisting the energies of fathers, mothers and teachers, they set about the business of studying and acting upon such problems as civil defense; moral and spiritual values in the schools; court curbs on hasty divorces; parent-teacher cooperation with church, school and other institutions preparing young people for marriage; realistic financing and other school needs; and community activities for young people to help combat undesirable influences.

Not least among the accomplishments of the parent-teacher groups is the building of a new national headquarters in Chicago. In the March Issue of the National Congress Bulletin, we find that this has been brot about by the almost countless P.T.A. members over a period of three years of hard work. The building fund had reached a total of 500 thousand dollars by the end of January, 1953. Not one cent



Mrs. Newton P. Leonard
President, National Congress of
Parents and Teachers







This is the new home of the Arizona Congress of Parents and Teachers.

was paid to professional fund-raisers and no gift was too small in the eyes of the Fund-Raising Committee. As ground was broken for the new building, Mrs. J. W. Heylmun made the following statement:

#### "The Breaking of This Ground"

The time is here—that moment we have all been so eagerly awaiting—the breaking of this ground on which will stand our national home. To us this is hallowed ground, for the building that will rise here will be dedicated entirely to the welfare of all children. Together we have worked tirelessly to make possible this home. It will stand as a symbol not only of our devoted efforts for children but as a memorial of the past and an inspiration to future generations.

And now I turn this earth and we see the beginning of our monument, which will serve as a guiding light to generations of children and youth everywhere.

As she addressed the delegates assembled at the NEA Representative Assembly at Miami, Florida, Mrs. Newton P. Leonard, President of the Congress of Parents and Teachers, said, "Teachers are equipped to help redirect the energies and thinking of many who attack the schools. But teachers will have to step out into their communities and put their talents to use. If parents and teachers, in full and functioning partnership, undertake this vital educational job together, they can dispel the doubts of some of the troubled people and in time render the malicious impotent."





















Donaldson



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Mary Ellen Patterson	Globe
Ralph Dixon	Phoenix
John Tanno	Phoenix
George Bazzetta	Tucson
Helon Reynolds	Tuesor



# Bien Venidos!

# AEA CONVENTION

University of Arizona

November 6-7, 1953



Convention Committee

Top Row: Graham French, Jean Hansen, Elbert Gump. Second Row: Florence Reynolds, W. W. Frampton, Delia Turner



Drew Pearson



T. M. Stinnett



Arthur Treacher

# Allied Organizations Plan Meetings



ARIZONA ART EDUCATION
ASSOCIATION: Sue Pohlman,
President. At 1:45 P.M. on November 6, workshops will be
held for primary, intermediate
and secondary teachers. This
will require a registration fee
of 50c. From 9:00 A.M. to 5:00
P.M., there will be an exhibit

in the Art Education Department of the U. of A. From 4:00 P.M. to 5:00 P.M. there will be a tea for members of the Art Education Association and their guests in Room 256 of the Student Union Building. A Council Dinner will be held in the Old Adobe Patio, 40 West Broadway, at 6:30 P.M. The exhibit will be continued from 9:00 A.M. to 12:00 Noon on Saturday. Tickets for the workshops, breakfast, and Council Dinner may be obtained at the AEA Registration Desk on November 6.



ASSOCIATION OF AUDIO-VISUAL EDUCATION: Mrs. Venice M. Lindsay, President. There will be a luncheon at 12:00 Noon on November 6 and an afternoon meeting scheduled for 2:00 P.M. Mr. William H. Carr, Director of the Arizona-Sonora Desert Trailside Mu-

seum in Tucson, will be the speaker. There will be a display of audio-visual equipment in the Visual Aid Bureau Rooms during the AEA Convention.

SALT RIVER VALLEY ASSOCIATION FOR CHILDHOOD EDUCATION: Mrs. Leona Maclay, President. Arrangements for a meeting on the afternoon of November 6 are being made by the Tucson Branch. The meeting will probably begin with a luncheon which will be open to all who are interested and will be designed to encourage the organization of more branches in the State.

ASSOCIATION OF DEANS OF WOMEN AND ADVISORS TO GIRLS: Miss Paloma White, President; a luncheon meeting at 12:30 P.M., November 6.



ENGLISH TEACHERS AS-SOCIATION: Graham K. French, President; a general meeting at 2:30 P.M. in the Student Union Building, Rooms 250, 252, 256, and 353, November 6. Tea will be served by the University English Faculty at 4:30 P.M. ASSOCIATION FOR HEALTH, PHYSICAL ED-UCATION AND RECREATION: Milton B. Morse, President; a general meeting at 1:30 P.M., November 6. There will be business meetings of both regular and student major organizations, election of officers, and a general meeting to cover the three areas of health, physical education and recreation.

ASSOCIATION OF INDUSTRIAL ART TEACH-ERS AND SUPERVISORS: Wilbur S. Nay, President. A general meeting in the Vocational Building of the Tucson Senior High School, accompanied by an industrial display in the same building.



ASSOCIATION OF TEACH-ERS OF MATHEMATICS: Bessie C. Breckerbaumer, President; a general meeting is scheduled at 1:15 P.M., November 6. The film "Piercing the Unknown" will be shown and a lecture will be given by Dr. D. D. Wall of

California on "Automatic Computation Techniques". There will be a symposium on testing and a discussion "On Vitalizing General Mathematics". A panel will discuss "What Mathematics are We Teaching at the Various Levels?" Discussion groups will consider the following topics: "Mathematics and Visual Aids"; "The Mathematics Library"; "Problems of Student Teachers in Mathematics"; "Problems of Teaching Mathematics in a Small High School"; "Public Relations and the Mathematics Teacher"; "The Mathematics of Engineering and Other Technical Fields". There will be a business meeting and a consideration of the revision of the constitution, followed by election of officers.



BUSINESS EDUCATORS AS-SOCIATION: A. W. Flowers, President. This group is planning for a meeting but plans at this time are indefinite.

ASSOCIATION FOR SUPERVISION AND CUR-RICULUM DEVELOPMENT: Joseph N. Smelser, President; a general meeting on the afternoon of November 6.



FOREIGN LANGUAGE AS-SOCIATION: Gene H. Francis, President; at 2:00 P.M. on November 6, a joint meeting with the Salt River Valley Chapter of Teachers of Spanish and Portugese. A panel will discuss problems peculiar to the teaching of

foreign language in Arizona and a speaker will address the group. A report will be made on a survey of enrollment and progress of foreign language teaching in Arizona.

THE GUIDANCE AND PERSONNEL ASSOCIA-TION: Joe M. Young, President. A luncheon meeting is planned for 12:00 Noon on Friday, November 6 in the Tucson Senior High School Cafeteria. Dr. Henry G. Schumacher, (tentative) Regional Medical Director, U. S. Public Health Service, will be the speaker.



HOME ECONOMICS ASSO-CIATION: Mrs. Dorothea Wyman, President. There will be a luncheon at 12:00 Noon, November 6, at the Westerner Hotel, 63 S. Stone Avenue, Tucson. Reservations should be sent to Mrs. Eleanor Hill, 505 West Madison, Phoenix, Arizona.

INTERNATIONAL COUNCIL FOR EXCEP-TIONAL CHILDREN: Miss Pauline Nelson, President. The group will meet from 1:00 to 3:00 P.M. on November 6. Dr. Virgil W. Gillenwater of Arizona State College at Flagstaff will lead a panel discussion on "Meeting the Needs of the Exceptional Child in the Normal Class".



ARIZONA MUSIC EDUCA-TORS ASSOCIATION: Mrs. Ardith Shelley, President. A meeting in the Roskruge Junior High School at 1:00 P.M., November 6. Dr. Hartley Snyder, University of Arizona, will present the program highlighting demonstrations for classroom

teachers and reading clinics for choral and instrumental directors. There will be a music exhibit.

ASSOCIATION FOR ELEMENTARY SCHOOL PRINCIPALS: C. I. Waggoner, President; a meeting at 2:30 P.M. on November 6. Details of the program will be announced at a later date.

ASSOCIATION SECONDARY SCHOOL PRINCI-PALS: John Ashe, President — Same as above,



SCIENCE TEACHERS AS-SOCIATION: John O. Hall, President, A general meeting at 1:30 P.M., a lecturedemonstration in the Chemistry-Physics Building. The program will include lectures with slides, films and demonstrations as follows:

Dr. E. H. Warner on "Fundamental Physics Serv-Mechanisms Control"; Dr. Edwin F. Carpenter on "Very Recent Concepts Regarding Stars—Galaxies and Universe"; Professor E. N. Wise on "Radio—Carbon Dating i.e. Measurement of the Age of Substances by Determination of Its Radio-Active Carbon Content"; Professor J. E. Treat on "The Detection of Nuclear Radiations"; Mr. Samuel McGregor will show a cross-section of an active beehive and explain the interesting habits of bees; also, a chalk artist lecture from the Inter-State Narcotic Association with a display of material, films, filmstrips, etc.

STATE LIBRARY ASSOCIATION: Miss Patricia Paylore, President; a luncheon meeting at 12:30 P.M. (place to be announced later). Local authors of children's and young people's books will be luncheon guests and discuss contemporary problems of writing for this age group. A panel consisting of high school and public librarians will discuss the relationship between school and public library services to young people. Reservations should be made with Mr. Ernest Flotow, Nogales High School, Nogales, Arizona.



STATE VOCATIONAL AS-SOCIATION: Louis P. Bazzetta, President; a luncheon meeting at 12:00 Noon (place to be announced later), and an afternoon meeting at 2:15. There will be an industrial display at the Vocational Building of the Tucson Senior High School.

RURAL TEACHERS: Dr. E. P. Edmondson, President. November 7, breakfast meeting and an afternoon meeting at 2:20 P.M. The afternoon meeting will be conducted by a panel and followed by an organization meeting at 3:40. Rural School Exhibits will be presented.

PI LAMBDA THETA TEA: 3:30 to 5:30 P.M., November 6, 1953 in the Student Union Building at the University of Arizona.

EPSILON PI TAU: A luncheon for all members at *Paulos* which is located on Congress Street, one block west of Stone Street. Price—\$1.25. Reservations should be made with Harry E. West, Phoenix Technical School, 525 North 7th Street, Phoenix, Arizona.

# These Schools Attained One Hundred Per Cent NEA-AEA Enrolment 1952-53

#### APACHE COUNTY

Eagar Public Schools 2 Mayerick School Round Valley High School

Ganado Public School Klagetoh Public School Navajo Compressor Station School

McNary Public Schools Washington School

#### COCHISE COUNTY

Bisbee Public Schools Central School Greenway School

Douglas Public Schools 5 A Avenue School

3 Clawson School

3 Fifteenth Street School Sarah Marley School

El Dorado Dist., Dos Cabezas Pomerene Public School Tombstone Public Schools

3 Tombstone Union High School

#### **COCONINO COUNTY**

Flagstaff Public Schools

- 5 Dunbar School
- 5 Emerson School
- 4 Sedona School
- South Beaver School
- 3 Thomas School
- Flagsta\_Senior High School

Frazier's Well School Fredonia Public Schools

4 Fredonia Elementary

School

6 Fredonia High School Grand Canyon Public School Maine Consolidated

Williams Public Schools Williams Elementary School Williams High School

#### GILA COUNTY

Miami Public Schools Benjamin Franklin School

2 Buena Vista School Federal Housing Unit School Midland School

Young Public Schools

#### **GRAHAM COUNTY**

Safford Elementary Schools Building B

Building C Thatcher Elementary School

#### **GREENLEE COUNTY**

Clifton Public Schools 5 Liem School

Morenci Public Schools Longfellow School Fairplay School

#### MARICOPA COUNTY

Alhambra School

2 Aguila School

- Chandler Elementary Schools 4 Chandler Grammar Sch.
  - 4 Chandler Heights School

  - 9 Goodyear (Ocotillo) School
- 9 Winn School
- 2 Cave Creek Public School Gila Bend Public Schools Gila Bend Elementary

Glendale Public Schools

4 Glendale, Unit II Harold W. Smith School 2 Higley Public School

Madison Elementary District

- 9 Madison No. 1
- 3 Madison No. 2.
- Mesa Public Schools
- 7 Alma School
- 9 Booker T. Washington School
- Franklin School
- 9 Irving School
- Lehi School
- Lincoln School
- 9 Webster School Murphy Elementary Dist.

Murphy Unit II

Osborn Elementary Dist. Longview School 7 Osborn School

Roosevelt Elementary Schls.

- 3 Percy Julian School
- 2 Roosevelt 40th Street School

Phoenix Elementary Schools

- 5 Capitol School
- Grace Court School
- Thomas Edison School
- 2 Franklin School Garfield School
- Grant School
- 2 Adeline Gray School
- Jackson School
- Kenilworth School 3
- 9 Lincoln School
- 5 Longfellow School
- 9 Lowell School 9 McKinley School
- 3 Monterey Park School

- 9 Washington School
- 9 Whittier School Phoenix High Schools
  - 5 Carver High School North Phoenix High School

Queen Creek El. School Rural Elementary Dist.

- 2 Rural School
- 3 Guadalupe School
- 2 Sahuaro Lake School Tempe Elementary Schools

Mitchell School 2 Wayne Ritter School Tolleson Schools

Tolleson Union High School

- Wilson Elementary Dist. 4 Wilson School
  - 5 G. S. Skiff School Wilson Ward School

#### MOHAVE COUNTY

Valentine School Hackberry School

#### **NAVAJO COUNTY**

Joseph City Schools

7 Joseph City Elementary School

Joseph City High School Manila School

Overgaard School 9 Pinetop Public School

- Winslow Public Schools
  - 5 Jefferson School
  - 9 Lincoln School
  - Roosevelt School Washington School
  - Wilson School

  - Winslow Jr.-Sr. High

#### PIMA COUNTY

Ajo Elementary School Amphitheater Public Schools

- 4 Amphitheater School
- 5 Helen B. Keeling School
- 4 Wetmore School Amphitheater Jr. High School

The number in front of a school indicates the number of years that school has enrolled 100% NEA-AEA.

- 2 Ampitheater High Sch.
- 2 Catalina Foothills Dist., Tucson
- 3 Arivaca School
- 3 Empire School
- 9 Laguna District, Tucson
- 3 Pantano School
- 3 Redington School
- Sahuarita District, Sahuarita
- San Fernando District, Sasabe

Sunnyside Schools

- 3 Sunnyside School Sunnyside Junior High School
- 9 Three Points, Sells Star Route, Tucson

Tucson Elementary Schools

- 6 Blenman School Elizabeth Borton School
- 9 Carillo School
- 2 Gertrude Cragin School Davis School El Rio School
- 9 Fort Lowell School
- 2 Holladay School
- 3 Howell School
- 3 Mary Lynn School
- 9 Menlo Park School
- 4 Miles School
- 9 Mission View School Davidson School
- 3 Drachman School
- 5 Davis Monthan School Ochoa School
- 5 Richey School
- 6 Roosevelt School
- 9 Roskruge School
- 9 Safford School
- 9 Sam Hughes School
- 2 Spring School
- 9 University Heights Sch.

Tucson Junior High Schools

- 3 Mansfield Jr. High Sch.
- 3 Roskruge Jr. High Sch. 2 Spring Jr. High School Wakefield Jr. High Sch.

#### PINAL COUNTY

2 Casa Grande Union High School

East School, Casa Grande West School, Coolidge Dist.

2 William Huey School, Stanfield

#### SANTA CRUZ COUNTY

2 Amado Dist., Amado Nogales Public Schools 3 Lincoln School, Nogales

9 Patagonia Elementary

2 Sonoita, Elgin

#### YAVAPAI COUNTY

Crown King School
Mayer Public Schools
Mayer Elementary Sch.
Mayer High School
Prescott Public Schools

2 Lincoln School
Mata E. Dexter School
Miller Valley School
Washington School

2 Prescott Jr. High Sch. Prescott High School Rincon School, Wickenburg Seligman Public Schools Seligman Elementary School

Seligman High School Verde Public Schools Verde Elementary Dist.

9 Mingus Junior-Senior High School Yarber School, Dewey

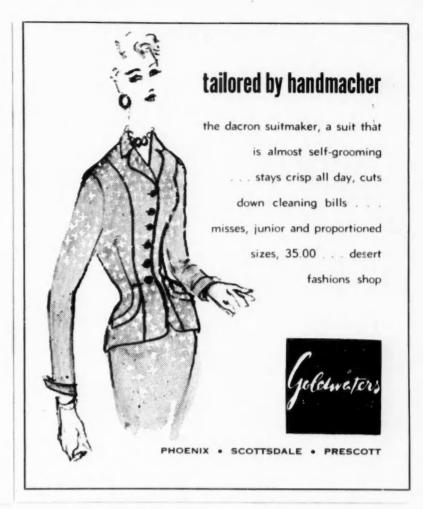
#### YUMA COUNTY

2 Aztec School
4 Crane Elementary District
Salome District, Salome
Wenden School
Yuma Elementary Schools
Carver School
Desmond School
Hansberger School
4 Mesa School

2 Roosevelt School

#### We liked this one.

In the suburban community, nobody's social standing is as low as that of the householder who has no motor on his lawn mower.



A four year old boy was told a story about a little boy who had an exciting adventure. When the story was finished, he asked, "But where was the boy's mother?" "The story didn't mention his mother," the story-teller said. "Perhaps his mother was dead."

Concluded the small boy: "I'll bet she was killed in a nervous wreck."

ARE YOU HOUSED F  Here are convention rates of the larger Tucson RATES PER DAY — WITH TAX Hotel Single Double Twin Beds El Presido \$5.10 \$6.12 \$8.16 Pioneer \$8.16 \$10.20 Santa Rita \$6.12 \$10.20 (The Santa Rita also has suites for parties of four at \$3.57 per person)  MOTOR COURT rates are from \$4 to \$8 per day double. Excellent accommodations are available within this range of rates. Of course, more lux-	hotels:  AEA Housing Bureau Chamber of Commerce Bldg., Tucson, Arizona. Please make the following reservations in my name: Check One: Hotel  Motor Court Check One: Single Double Twin Beds This reservation is made on behalf of the following	Thursday, Nov. 5  I shall probably leave (check Saturday, Nov. 7	e): Friday, Nov. 6 🗍 k one):
urious accommodations are available at higher rates.			
Most hotels and courts now require a deposit for reservations, equal to the charge for one night's lodging. The AEA Housing Bureau will notify each person of the amount of the deposit			
required.		(Signed)	



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### "JUST LOOK"

(Films are 16mm sound, black-andwhite, "classroom-tested," and may be secured from local distributors. For those you are unable to locate, a note to Mrs. Pellett will be forwarded to the producers.)

Silent Night: The Story of A Christmas Carol (13 min. color also, Coronet Films) You'll pull this one out of the Christmas stocking often, instead of keeping it merely for the holiday season, for it tells how the best-loved carol came to be written. Scenes from the Australian village home of Joseph Mohr and Franz Gruber recreate the story with authenticity, show age-old customs preserved today. You see and hear the Vienna Boys Choir sing this song which has come down the years with the children and has helped keep Christmas in hearts all over the world. This film sensitively and beautifully created will add joy to this Christmas season in homes, schools, and churches.

Navajo Country (10 min. color, International Film Bureau) Vocabulary and content make this film just right for elementary classes while its attractiveness gives it general appeal. Navajo children are shown herding sheep and goats, learning from their parents the crafts and skills of their nomadic tribe. This film emphasizes that the Indians are American citizens, that their way of life is different because of religion and tradition as well as because of the nature of their desert home.

Pueblo Arts (10 min. color, International Film Bureau) Potters Maria and Julian Martinez and their artist son, Tony, of San Ildefonso Pueblo, show their skills as effectively accomplished examples of fusion of tribal tradition and contemporary demands. Steps in their expert pottery making show their inspiration for design from nature and religion thru the shaping of the coil of mud, polishing, slip painting with yucca brush, and special firing. Pictures of Tony's paintings are all too brief.

Seminole Indians (10 min. color, International Film Bureau) Portrayed here in unique beauty of setting and subject are the Creek Tribe of the Florida Everglades, representing a small group of people who prefer to remain unchanged. We see an artist sketching a village scene, thatched huts, totems, outdoor meal preparation, men and women at work—fishing, sewing, making beadwork, and note details of tribal ways and tradition. Suitable for elementary school interests as well as for the wider appeal.

Practicing Democracy in the Classroom (22 min, Encyclopedia Britannica Films) Not the easier but the more effective ways to lead to learning are followed by a high school social studies class in this film. Exploration by the students includes use of a wide sampling of audio-visual materials in their study. Attractively presented are varied techniques of planning, sharing, gaining, and giving information, evaluating, and deciding, showing group dynamics in action. High school students who use this film will find ideas to use for themselves. The film's emphasis on democratic method as adaptable to any subject and age level makes it superior as a teacher-information tool as well as an idea-giver to high school students.

The American Road (45 min. Ford Motors Film Library) The American credo of individual freedom and enterprise as personified in the life and work of Henry Ford shows fifty years of change in a country of developing resources. Cuttings from early movies edited into this film please and amuse those who remember. The generation too young to remember is impressed with the beginnings from which unmarked mud lanes changed to sqper-highways and handicrafts grew to assembly lines for mass production. Historic scenes, such as the making of the first Fords, are preserved and put in related sequence and meaning.



# A PAL With a Program

Yes, Reddy Kilowatt is a pal with a program for youth. He has special tools and materials available to help you solve program and teaching problems for students. He can provide speakers, movies, slides, recordings, tours through Arizona Public Service installations, educational pieces, stage props for meetings, stage lighting help and advice, and many, many more SPECIAL SERVICES.

To obtain these educational aids just call ALpine 8-8761, Ext. 372 in Phoenix, or contact your local Public Service Office.



### ENJOYABLE LEARNING EXPERIENCE

A suggestion we hope you find interesting and useful



#### What's the Weather Going To Be?

There's a novel little weather guide full of information. It's fun to own. Young folks are sure to be delighted with it because they will be able to make predictions with surprising accuracy.

Here's a fascinating little booklet that's useful and educational as well as fun for young people to possess. It is called now to FORECAST THE WEATHER. You go by sky and wind.

Clouds foretell the weather and the wind brings it, it seems. Sunset sky gives next day's weather. Morning sky foretells that day.

Within the pages of this guide are 16 excellently reproduced, beautiful color photos of skies and clouds, at different times of day under varying conditions.

All anyone needs to do is to note the direction of the wind, look up at the sky-and find the color photo in the booklet that approximates that sky. Beneath photo is prediction.

According to your little forecaster, good weather usually comes from NW, w and sw winds. But clear or raining, no change until wind changes.

The booklet gives such tips as "no rain for the day if an early morning fog, or frost or dew in the early morning." Also how to tell distance of storm.

If further interested -Booklet described above now to forecast the weather; 514" x 314"; is so small and flexible it can fit into a wallet. With 16 color photos; tips and hints. 10¢ postpaid. Just write J. W. RUBIN. P.O. Box 8615, Richmond, Virginia

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#### Policy Making Role For **TEACHERS**

Teachers are playing an increasingly important part in administration of the Indianapolis Public Schools

Evidence of this new stature for teachers is the formation in 60 of Indianapolis' 83 elementary schools of advisory committees, composed of teachers, to aid principals in day-to-day formation of policy for their particular school.

In addition 48 schools have formed supply committees, also staffed by teachers, to administer the distribution of teaching supplies in their building.

The committees were set up after Dr. H. L. Shibler, general superintendent of education, discussed with the principals the possibility of improving democratic administration of their schools.

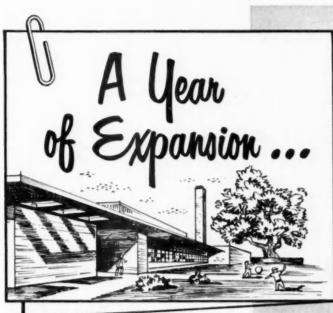
Each principal brought up the matter at a meeting of his instructional staff and after discussion. teachers voted on it.

In those schools which did not form committees, the staff was small and decided to function as a committee of the whole to give teachers an active voice in adminis-

Most of the committees are made up of three or four teachers who consult frequently with the principal and take an active part in regular staff meetings in the building.



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### **NEWS To Us!**

These are announcements by the manufacturers of new products which we believe will be of professional interest to educators. This listing should not be construed as a recommendation by the editor.

School Master 500-watt Projector is a running mate to the popular 300-watt School Master. It incorporates all the outstanding features including — "Uniway" threading, blower cooling, "Protecto · film" channel to resist film buckling, film advances from either left or right side, and finger-tip framing. The Unit is completely self · contained, no parts to remove or attach; converts from filmstrips to slides in seconds; uses anyone of three slide changers (available as accessories).

Society for Visual Education, Inc., 1345 West Diversey Parkway, Chicago 14, Ill. New "V" Slot Plastic Reel for magnetic recording for faster threading and a larger hub for more constant tape speed has been introduced by Minnesota Mining and Manufacturing Co., St. Paul, Minn. It is the first large-hub reel to accept all standard recording tapes-regardless of thickness-without danger to tape spillage. Containing 45% more plastic, it features wider, heavier spokes to prevent reel warpage, and a new 21/2-inch-diameter hub that substantially reduces tape speed variations from the beginning to the end of the reel.

Safe-Hi safety swing seat is made of light, strong waterproof Neoprene-treated belting. Forged D Rings and a lap link provide easy attachment to any chain or rope. Has no exposed hard surfaces to injure a child; discourages two in a swing; holds the child securely whether sitting or standing. (Rose Manufacturing Co., 1731 Arapahoe St., Denver 2, Colo.)

Strawmaster Straw Dispenser for use in serving of milk or soft drinks was designed to reduce the high cost of straws, by making possible the use of unwrapped straws dispensed from an approved, sanitary straw dispenser. Unwrapped straws cost 50% less than wrapped straws. At the same time sanitation is increased, waste reduced, and straw wrapper annoyance and untidy floors are eliminated. (Strawmaster Distributing Co., 511 N. LaCienega Blyd., Los Angeles 48, Calif.)

The 1953 Superliner is the transittype school coach introduced by Superior Coach Corporation in Lima, Ohio, has many advantages over conventional school buses, including larger capacity with equal wheelbase, shorter turning radius with equal capacity, unobstructed driver visibility, and easier handling in daily route service, extracurricular use, and charter work. Available in 61, 67, and 73 student capacities. Specifications meet or exceed the National standard for transit type buses set by the N.E.A. National Commission for Safety Education.





#### Whether she's 9, 14 or 17 . . .

There's a booklet on menstruation to help her-

"Very Personally Yours" is widely recognized as an outstanding help on menstrual education for junior and senior high school girls. Its simple presentation of accurate, scientific facts gives girls a wholesome understanding of menstruation.

"You're A Young Lady Now" was written especially for girls aged nine to twelve. It explains menstruation as a normal part of life—teaches them how to take care of themselves when That Day does arrive.

These booklets can be used successfully by themselves. You will find them of even greater value when used as part of the integrated program of menstrual education described below.

#### A Complete Program for Menstrual Education

"Very Personally Yours" (booklet for girls 12 and over)
"You're A Young Lady Now" (booklet for girls 9-12)

#### 10-Minute All-Color, 16mm Sound Motion Picture...

"The Story Of Menstruation" by Walt Disney Productions. Praised by educators, health authorities, parent, church groups—the film tells the story of menstruation in a simple, straightforward manner. Free (except for postage) on short term loan.



#### Teaching Guide and Menstrual Chart

... Hundreds of teachers helped organize this Guide. It is flexible and can be adapted to any teaching condition. This large color Chart on menstrual physiology is designed for supplementary classroom lectures. Menstruation is detailed on easy-to-follow diagrams.



#### So Many Students Have Already Benefited From This Program

Most school systems take advantage of this complete program of menstrual education every year. The booklets, film, guide and chart are well integrated to give your students a sound knowledge of this important subject. The entire program or any part of it is available to you without charge . . . with the compliments of Kotex\*. Just fill out the coupon.

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#### A PICTURE of the RURAL TEACHERS

#### **NEA Research Division**

The typical rural teacher is a woman, aout 42; and the odds are three to one she is married.

Whether she teaches in an elementary or a secondary school, chances are she is required to teach children in about 4 different grades.

She owns her own car (it's about 3 1/2 years old) and drives to and from work with another teacher in the car.

The typical rural teacher does not live with her parents. Altho she is almost certain to have electricity, a radio, and modern bathtub, she is not likely to have a telephone.

She probably gets from 7 to 8 days of sick leave pay. But many of her colleagues cannot be absent from work a single day without loss of pay.

These topics are taboo in her classroom discussions: sex, criticism of prominent business and political leaders, separation of church and State, communism. She is also likely to avoid discussing these topics with laymen in the community.

She started the 1951-52 school year in debt to the tune of about \$800 and borrowed an additional \$260 during the year. She earns about \$2400 a year.

When she has to go to summer school she will have to borrow the amount to cover expenses — about \$177.



"Yeah Dad, that's her, but don't let all that pretty sweetness fool you."

# FREE EDUCATIONAL MATERIAL

New list of helps for teaching menstrual hygiene from the makers of MODESS



You may order as many copies of these booklets as you wish...absolutely free! Write Anne Shelby, Educational Director, Personal Products Corp., Box 5366-10, Milltown, N. J., or mail coupon below.

### For Students

 For girls 9 to 12 years of age. "Sally and Mary and Kate Wondered," a charming little book that gives preadolescent girls a clear and simple introduction to the subject of menstruation.

below and cards for ordering additional free material.

- 3. For girls 12 to 18 years of age. "Growing Up and Liking It!" a brightly illustrated booklet written especially for teen-age girls. Gives the physical facts of menstruation and offers helpful hints on health, poise and good grooming.
- 4. For fully matured girls. "It's So Much Easier When You Know," an informative booklet for older girls and women. Includes information about the proper use of tampons for sanitary protection.

#### For Adult Education

5. "How Shall I Tell My Daughter?" a wise, thoughtful book for mothers of pre-teen daughters. Offers suggestions on what and how to tell younger girls about menstruation. Miss Anne Shelby, Educational Director, Personal Products Corporation Box 5366-10, Militown, N. J.

Please send me the following material free of charge:

- -One "Educational Portfolio on Menstrual Hygiene" (for teachers only)
- —booklets "Sally and Mary and Kate Wondered" (for girls 9 to 12 years)
- -booklets "Growing Up and Liking It!"
  (for girls 12 to 18 years)
- —booklets "It's So Much Easier When You Know" (for fully matured girls)
- -booklets "How Shall I Tell My Daughter?"
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# A sane approach to INVESTIGATIONS

(Defense Bulletin No. 49)

I<sup>N</sup> TENNESSEE, a legislative committee set up to investigate possibility of communistic and socialistic theories of government in state textbooks, closed its service (1) with the assurance to parents and the general public "that the investigation revealed no evidence whatever of any attempts through the public school to wilfully indoctrinate the youth of the state with communistic or socialistic philosophies or practices," and (2) with a ringing appeal to Tennessee to strengthen its schools and maintain their right to teach controversial subjects.

Senator Sterling Roberts, chairman of the committee, required that all persons or organizations having complaints submit to the committee, in writing, the name, title, author and publisher of the books, the page numbers on which the objectionable material appears, and the reason for the complaint. The committee notified authors and publishers of complaints and gave them an opportunity to be heard in defense of books brought into question. The State Textbook Commission was asked to give assist-

Parent-teacher members rallied at hearings to assure legislators "we are not afraid of what our children are being taught." Tennessee educators protested that in America it is the responsibility of local school boards to take whatever action should be taken. The two leading newspapers of Nashville, as well as other Tennessee papers, gave excellent coverage, citing the links between the attempt to smear Tennessee textbooks and teachers, and a deliberate nation-wide campaign to undermine confidence in public schools,

The committee, in its report, found that Tennessee schools are endeavoring to give children and youth a comprehensive understanding and a deep appreciation of American democracy; that study of controversial issues in schools today is an essential element in education of boys and girls in our democracy; that it would be a dangerous development if these opportunities should be curtailed or denied; that due precaution should be taken to protect the democratic right of people to disagree; that authors who write about controversial subjects cannot hope to satisfy all shades of opinion; that the teacher is essentially more important in the classroom than the book he uses; that the teachers of Tennessee, as committee members have known them personally and as general evidence shows them to be, are among the most conscientious, patriotic, and loyal citizens of the state.

The state legislature met the committee's report with fiery debate, but nevertheless voted overwhelmingly to accept the report.





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#### What labor unions want Annual Improvement Factor

(Edpress Newsletter, April, 1953)

While teachers and college professors are still asking for something carrying the old-fashioned label of "salary raises," organized labor is asking for "productivity factors."

Spokesmen for organized labor have created a large literature bolstered by complex statistical data to show the employees are entitled to automatic annual increases because of "productivity."

The union position is that efficiency is on the rise nationallyand that the increase in output is the result of extra worker skill and effort. For that reason, workers should receive an automatic bonus up to 13 cents an hour (AFL figure) every year.

Management's reply goes somewhat as follows: Productivity is

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going up—sure—but you cannot attribute it to any one factor. Worker contribution to productivity may be only a fragment compared to the other knowns and unknowns. In a study called "Productivity," put out by the Institute of Industrial Relations of the University of California, Berkeley, Calif., the increase in productivity may be attributed to any of the following—singly or in combination:

1. The workers may have become more highly skilled or they may have "worked harder."

2. The company may have increased the number of machines per worker, or it may have found better machines which enabled workers of the same skills to increase their hourly production.

3. The quality of raw materials may have improved so that less output had to be rejected. Thus, less time and effort were lost in handling materials.

Higher productivity is the result of many factors—better management included.

NOTE: Education, too, has a claim on "productivity." The public schools have been responsible for developing a generation of industrial workers more literate than ever before; more able to get along with people; equipped with better work habits. Doesn't increased productivity reflect also the efforts of education? If so, isn't education entitled also to a share of the "annual improvement factor?"



"Sorry fellows . . . I'm late for school and this is a short cut!"

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15b. Flag Poster in four colors.

Across the top is a United States flag in full color. Under this are six small flags showing the historical

steps in the development of our flag. Included are instructions on how to display and salute the flag. Flags of each state and territory are also shown. One copy per teacher. (F. E. Compton & Company)

3b. New Aids to Help Teach Menstrual Hygiene. Indicate quantity desired of each number. (Personal Product Corporation)

- Growing Up and Liking it. A booklet for teen-age girls.
- Sally and Mary and Kate wondered. A booklet for pre-adolescent girls.
- It's So Much Easier When You Know. A booklet for fully matured girls.
- Educational Portfolio on Menstrual Hygiene. A complete teaching kit.
- How Shall I Tell my Daughter? A booklet for mothers.

5b and 6b. You're a Young Lady Now and Very Personally Yours are two free booklets on menstruation for all age groups. Indicate number desired for classroom distribution. (International Cellucotton Corporation)

5b. You're a Young Lady Now is especially written for girls 9 to 12. It explains menstruation as a normal part of life; tells a girl how to take care of herself when that day does arrive.

6b. Very Personally Yours. This booklet is for girls 12 or over. Its simple, straight-forward presentation of accurate, scientific facts has won wide acclaim.

23b. Wayside Wonders Along America's Highways Wall mural 8 feet wide. In full color. Shows the most interesting spots along the highways. Includes an 8-page booklet "How to See America", which gives the historical background of

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bus travel and how to take a bus trip. Both the novice and the seasoned traveler will like this. Booklet also includes one page of study outline on bus travel (Greyhound Lines)

24b. Creative Crafts With Cravola A 32-page book of ideas on how to make useful gifts, party games, invitations, and many other articles -all of which the busy teacher can use or adapt for her own classes. (Binney & Smith Company)

9b. Three Audio-Visual Handbooks 1. Teaching with Tape Recorders. 2. Teaching with 16mm Motion Pictures. 3. Screen Adventures-Ampro Source book. Indicate on the coupon below which of these handbooks you wish. (Ampro)

14b. Music Map of America A fullcolor, pictorial map of the United States that traces in terms of old music the westward movement of the American Frontier. This map is available to all teachers in the seven western states (Standard Oil Company of California)

32b. On The Railroad A large. picture story book, in color, for lower and middle grades. Describes many railroad operations in simple, direct language. Single copies available to teachers, librarians, etc. (Association of American Railroads.)

#### The "Kinsey Report" on women



By Alfred C. Kinsey, Wardell B. Pomeroy, Clyde E. Martin, Paul H. Gebhard, and others on the staff of the Institute for Sex Research at Indiana University

This is the "Kinsey Report" on women-the interesting and readable study of female sexual behavior, of the factors that influence it, and of its social and legal implications. The findings reported by the authors indicate the need for revision of many current theories on the subject.

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#### WHAT FREEDOM MEANS

(From page 11)

able results. The unique character of freedom in American education, as contrasted with that of the dictatorships, is its intellectual freedom.

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The Arizona State College at Flagstaff, with a teaching faculty of approximately 50 trained specialists in various education fields, has provided instructional benefits to hundreds upon hundreds of people of the state — to the youth as well as to the adults. This instruction has been carried on by means of extension work offered in classes organized and taught in many communities, correspondence work, clinics, conferences, and workshops — all in addition to the regular schedule of classes offered. Hundreds of residents of Northern Arizona are served by the annual fall and spring adult education classes offered on the campus in the evenings. Scores of teachers living near Flagstaff are able to benefit by professional instructional aids, on the graduate study level, by enrolling in special classes offered on the campus in various communities in the evenings and on Saturdays.

During the past college year, from September, 1952, to September, 1953, Arizona State College at Flagstaff provided instructional service to 3,088 people. During the summer terms, the regular faculty of approximately 50 teachers was supplemented by visiting specialists nationally known in their fields of study.

In its traditional course of instruction, Arizona State College at Flagstaff grants degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, and Master of Arts in Education. An additional year of advanced graduate study, on the doctoral study level, may be obtained at Flagstaff during the summer months from nationally famous instructors brought in from education centers of the nation.

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